

Pupil premium strategy / self-evaluation

1. Summary information					
School	Tanfield Lea Community Primary School				
Academic Year	2020-21	Total PP budget	£94,870.00	Date of most recent PP Review	Feb21
Total number of pupils	316	Number of pupils eligible for PP	69	Date for next internal review of this strategy	June 21
2. Current attainment					
<u>Year 6 2019-20 data (* based on internal TA, as there were no SATs)</u>			<i>Pupils eligible for PP (your school)</i>	<i>National Average</i>	
% achieving expected standard or above in reading, writing & maths (%)			64% *	64% (2018-19 figure)	
% making expected progress in reading (as measured in the school)			N/A	N/A	
% making expected progress in writing (as measured in the school)			N/A	N/A	
% making expected progress in mathematics (as measured in the school)			N/A	N/A	
3. Barriers to future attainment (for pupils eligible for PP)					
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)					
A.	Lack of ability to regulate emotions – can impact on behaviour and therefore engagement				
B.	Poor literacy skills				
C.	Difficulty in retaining basic number facts				
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)					
D.	Lower attendance of PP children as opposed to Non PP				
E.	Lack of enrichment experiences in the local area and beyond				
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)					Success criteria

A.	Children engage in learning as they can regulate their emotions	Behaviour Data shows increase in engagement through reduced loss of P.T.
B.	Accelerated progress for PP children in reading and writing	Progress accelerated evidenced through iTrack data, other internal data and books.
C.	Accelerated progress for PP children in maths	Progress accelerated evidenced through iTrack data, other internal data. Children can readily recall Learn Its and Times Tables
D.	Attendance of PP children increases	Gap closes between attendance of PP and Non PP

5. Review of expenditure

Previous Academic Year	N/A see report for 2019-2020
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6. Planned expenditure

Academic year	2020-2021
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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Focus on Non-Negotiables throughout school (Eng)	A concentrated focus on basic skills will improve Writing attainment across the school.	Feedback is 'high impact for very low costs, based on moderate evidence' (EEF)	Work scrutiny	MT, SLT	Termly
Focus on Maths facts and methods in Afternoon Maths throughout the school (Maths)	An afternoon Maths session (15 mins x 3) reviewing Maths facts and mental/written methods from Y1 to 6, in addition to the Catch Up hour (1hr per week)	This session is designed to address Barrier C above.	Work scrutiny	MP/MB, SLT	Termly
Accelerated Reader to continue to be used throughout KS2	Reading for 20 minutes a day with high accuracy will secure accelerated progress in Reading.	Accelerated Reader has had a positive effect on all children, including PP. It allows us to measure progress and target individual PP children for additional support. SATs Progress scores for Reading for DA children to improve from -0.7 (based on 2018-19 data). This year the Y3 cohort are particularly low especially for their oral fluency.	Termly STAR assessments and review of ITrack data	MT	Termly

Maths Rockstars and Mathletics to be used throughout KS1 and KS2	Regular skills practice will secure accelerated progress in Mathematics.	Focus on basic skills will ensure that application is stronger in Year 5 and 6.	Mathletics/Rockstars data and review of ITrack data Work scrutinies and discussion with children	MB/MP	Termly
Lexia	15 minutes x 2 a week for 30 vulnerable children will accelerate decoding skills, which are essential to later language acquisition.	A number of previous studies of Lexia have found promising results and the balanced approach, combined with the initial diagnostic assessment (EEF).	Termly review of ITrack data and Pupil Progress Meetings	MT	Termly
Developing vocabulary, including purchase of REDIWRITER programme.	Developing children's vocabulary will enhance the wider curriculum and access to challenging comprehension texts.	There is a large vocabulary deficit between DA and non-DA peers (A.Quigley).	Termly review of Reading data Curriculum coordinator time	MT/MP/KH Curriculum coordinators EE	Termly

Marking and Feedback termly scrutiny for PP children	Written feedback for children is high impact. Developing this will support accelerated progress.	A leadership focus on feedback. Feedback is 'high impact for very low costs, based on moderate evidence' (EEF)	Work scrutiny	KH, SLT	Termly
Total budgeted cost					£44,140.00
ii. Targeted support Every cohort to have targeted intervention according to the needs of the PP					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>Reception to plan small group intervention according to need</p>	<p>Gap reduced between PP and non PP – currently Reading gap 18% vs 58% = 40% Writing gap 18% vs 54% = 36% Maths (N) gap 18% vs 63% = 45%</p> <p>Overall (From ITrack) 18% vs 63% = 45%</p>	<p>Small group intervention focusing on specific areas has higher impact than whole class teaching for this group.</p>	<p>Termly monitoring of the intervention to ensure it is having impact.</p> <p>*Being inline defined as having 40 – 60 some on entry (Autumn) Being inline defined as having 40 – 60 most in Spring.</p>	<p>AG</p>	<p>Termly</p>
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<p>-Y1 To plan small group catch up sessions according to need (Oct data)</p>	<p>Gap reduced between PP and non PP - currently Reading gap 41% Writing gap 37% Maths gap 36% (From October data)</p>	<p>Children need consolidation of the basic skills in phonics and recall of number facts. Through repetition and specific teaching this intervention has been shown to have impact.</p> <p>1 to 1 small group tuition (15 mins session) led by teacher focussed on English. (EEF – best impact where led by teachers)</p>	<p>Termly monitoring of the intervention to ensure it is having impact.</p>	<p>KH / MT</p>	<p>Termly</p>
<p>Y2 To plan small catch up sessions according to need (Oct data)</p>	<p>Gap reduced between PP and non PP - currently Reading gap 20% Writing gap 23% Maths gap 29%</p>	<p>Certain children need additional consolidation of skills in English and Maths.</p> <p>These groups will focus on PP children.</p> <p>1 to 1 small group tuition (15 mins session) led by teacher focussed on English. (EEF – best impact where led by teachers)</p>	<p>Termly monitoring of the intervention to ensure it is having impact.</p>	<p>KH / MT</p>	<p>Termly.</p>

<p>Y3 To plan small catch up sessions according to need (Oct data)</p>	<p>(Oct data)</p>	<p>1 to 1 small group tuition (15 mins session) led by teacher focussed on English. (EEF – best impact where led by teachers)</p> <p>Phonics will be used as it gives ‘moderate impact for very low cost’ (EEF)</p> <p>In addition, certain children need additional consolidation of skills in English and Maths.</p>	<p>Termly monitoring of the intervention to ensure it is having impact.</p>	<p>KH / MT</p>	<p>Termly.</p>
<p>Y4 To plan small catch up sessions according to need (Oct data)</p>	<p>Gap reduced between PP and non PP - currently Reading gap 17% Writing gap 16% Maths gap 39%</p>		<p>Termly monitoring of the intervention to ensure it is having impact.</p>	<p>KH / MT</p>	<p>Termly.</p>

Y5 To plan small catch up sessions according to need (Oct data)	Gap reduced between PP and non PP - currently Reading gap -3% (3% ahead) Writing gap 10% Maths gap -2% (2% ahead)	1 to 1 small group tuition (15 mins session) led by teacher focussed on English. (EEF – best impact where led by teachers) Phonics will be used as it gives ‘moderate impact for very low cost’ (EEF)	Termly monitoring of the intervention to ensure it is having impact.	KH / MT	Termly.
Y6 To plan small group catch up sessions according to need (Oct data)	Gap reduced between PP and non PP - currently Reading gap- 16% (16% ahead) Writing gap 18% Maths gap 15%	In addition, certain children need additional consolidation of skills in English and Maths.	Termly monitoring of the intervention to ensure it is having impact.	KH / MT	Termly.
Total budgeted cost					£56,400
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Purchase of electronic equipment to support online learning (Chromebooks)	DA children have access to electronic devices to allow them to complete online learning in the event of a lockdown.	The previous lockdown saw that DA children did not have access to devices. As a result, the school gave temporary loans of ipads to increase levels of engagement	Measure engagement in online activities remotely after devices handed out.	KH	After each bubble's lockdown
Addressing barriers to attendance (Parents) - Meetings with parents	Raised parental awareness of the importance of good attendance. Attendance to be 96%+. Last year's DA attendance: Gap: 2.73%	This intervention has 'moderate impact for moderate cost' (EEF). Previously, the school has shown that these interventions can improve attendance of persistent absentees.	Termly meetings between KH and LB	KH	Termly Autumn 1 data:
Barriers to attendance (Children) - Weekly meetings, reward system, Termly awards (98% get a certificate, 100% = badge, trophy)	DA attendance: 93.92% (Sept – March 20 th 2020)	This is designed to build upon previous success with persistent absentees, by raising aspirations for DA children whose attendance is less than 95%.	Weekly meetings between PM and target group. Termly review and reward trip.	KH/PM	

Total budgeted cost £7,300.00

7. Additional detail

BARRIER E: Lack of enrichment experiences in the local area and beyond

Many enrichment activities are currently suspended due to Coronavirus: Y5 / 6 Residentials (Howtown, Germany, Grinton), trips to the theatre and the beach and the Waterstones Reading Challenge all offer opportunities to disadvantaged pupils to access experiences that they would not otherwise get.

However, the school will offer enrichment activities such as class excursions, visits from authors, music tuition, and a replacement for the Waterstones Reading Challenge.

TOTAL Cost of these activities: £6,416

TOTAL PUPIL PREMIUM EXPENDITURE: £114,256